

Learning Scale Template

Addition and Subtraction up to 1,000

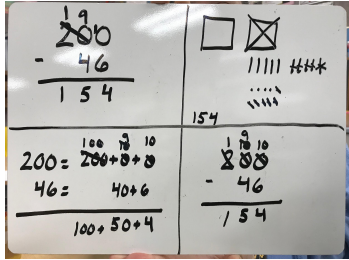
Learning Goal:

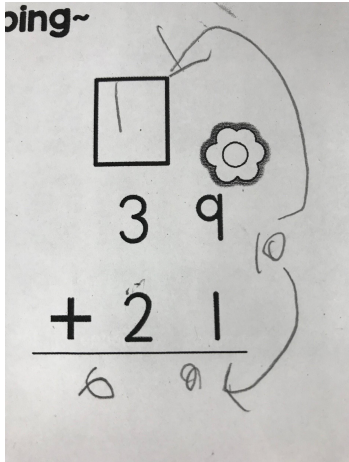
Students will be able to ungroup and regroup up to 1,000 using drawings and strategies based on place value.

Standard: 2.NBT.7

(2.NBT.5-7, ON THE NEW REPORT CARD)

Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.

Level 4	Level 4 Skill Description <i>Exceeds the standard</i>	Example/Additional Information
	<p>Students will be able to recognize patterns as they complete problems with sums higher than 1,000. They will be able to know when it is necessary to use this skill when solving word problems requiring addition and subtraction.</p>	$\begin{array}{r} 1111 \\ 3,456,498 \\ +1,748,131 \\ \hline 5,204,629 \end{array}$  <p>The image shows a student's work on a grid. On the left, a subtraction problem is written: $200 - 46 = 154$. Above the 200, there are two small squares representing hundreds. On the right, a base ten block model is shown with a hundred block, a ten block, and six one blocks. Below the model, the expanded form is written: $200 = 200 + 0 + 0$, $46 = 40 + 6$, and $100 + 50 + 4$. To the right of the model, there are some drawings of blocks and lines.</p>
	<ul style="list-style-type: none"> • I can use patterns to find the sum or difference in ANY addition or subtraction equation • I understand that addition means to combine numbers to find a total. I can show I understand by accurately solving word problems. • I understand that subtraction means to take apart 	<p>There were 3,756 girls at Westminster College and 4,972 boys. How many students were in this school? <i>Expanded form, model,</i></p>

	<p>numbers to find a total. I can show I understand by accurately solving word problems.</p> <ul style="list-style-type: none"> I can explain how I got my answer in a variety of ways using models, numbers, and words. I understand that you can use addition to check a subtraction equation 	<p>ungroup, self-discovered strategy</p>
<p>Level 3</p>	<p align="center">Level 3 Skill Description <i>Meets the standard</i></p>	
	<p>Students will be able to regroup and ungroup up to 1,000 using addition and subtraction drawings and strategies based on place value. (YOU DO)</p> <ul style="list-style-type: none"> I can use Proof Drawings <ul style="list-style-type: none"> Quick 100s, Quick 10s and Quick 1s I can use different addition and subtraction strategies <ul style="list-style-type: none"> Standard form showing all totals=add 10s first, then 1s expanded 	<p>Standard: $\begin{array}{r} 1 \\ 25 \\ +48 \\ \hline 73 \end{array}$</p> <p>Proof Drawing: <pre> o o o o o o o o o o o o </pre></p> <p>Show All Totals: $\begin{array}{r} 25 \\ +48 \\ \hline 60 \\ +13 \\ \hline 73 \end{array}$</p> <p>Expanded Form: $25 + 48 =$ $20 + 40$ $8 + 5$</p>
<p>Level 2</p>	<p align="center">Level 2 Skill Description <i>Progressing toward the standard</i></p>	
	<p>Students will be able to regroup up to 1,000 using addition and subtraction strategies, with scaffolding from the teacher.</p> <ul style="list-style-type: none"> Such as putting a "box" above the 10s for regrouping lines between the 1s and 10s columns. Writing the 1s place total to the side when you make a new ten (to help students visually separate the 10s and the 1s). Teacher prompts-"what is next?" (WE DO) 	

	<ul style="list-style-type: none"> • <i>Small group instruction (5-6 students)</i> 	
Level 1	Level 1 Skill Description <i>Limited progress toward the standard</i>	
	<i>Students will be able to regroup up to 1,000 using addition and subtraction strategies, with scaffolding and manipulatives.</i> <ul style="list-style-type: none"> • using base 10 blocks • Touch points • Teacher using step by step instruction-explicit instruction for each step (I DO) • 1-1 instruction or 2-1 (really small groups) 	
Prerequisite Skills		
	<ul style="list-style-type: none"> • addition without regrouping up to 1,000 • understanding of place value=1s, 10s, 100s • math facts up to 0-9, can use scaffolds 	

Learning Scale Template

Power Standard

Standard heading goes here

Detailed text from standard goes here

	Skill Description	Example
Level 4		
Level 3		
Level 2		
Level 1		
Prerequisite Skills		

Student Data Tracker Template

2.NBT.7

**They use place value understanding and properties of operations to add and subtract.

**Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.

	Student Data Progress Tracker					Skill Description	Example
Level 4							
Level 3							
Level 2							
Level 1							